



ARIZONA SCHOOL REPORT CARD ACADEMIC YEAR 2006-07

3535 W. Dunlap, Phoenix, AZ 85051

Pathfinder Charter School Foundation

Arizona's report cards have been revised to include requirements in the federal No Child Left Behind Act, such as Adequate Yearly Progress and the disaggregation of student level data into required subgroups.

AZ LEARNS¹

Elementary Achievement Profile (a)

2005-06 Performing Plus
2004-05 Performing Plus
2003-04 Performing

(a) For additional information, please refer to Achievement Profiles Page near end of document.

School Overview

Principal/Administrator : Mr. Freddie Villalon
Schedule : 07:00 AM to 05:00 PM
Grades : K-5
Web Address : webs.learningstation.com/cortez_park/
Phone Number : (602) 589-9840
Fax Number : (602) 589-9841
E-mail : fvillalon-cpes@imagineschools.com

Mission

Cortez Park staff, students, parents, and community will collectively provide support to increase academic proficiency through standards based instruction in a safe environment that is conducive to the needs of the students.

No Child Left Behind

Adequate Yearly Progress (b)

2005-06 Met
2004-05 Met
2003-04 Met

School Improvement Status (b)

2005-06 N/A
2004-05 N/A
2003-04 N/A

(b) For additional information, please refer to the AYP page in this report card.

School / Academic Goals

- ü By 2007, 80 percent of the students at Cortez Park will be meeting or exceeding the State Standards in Reading as measured by the AIMS.
- ü by 2007, 70 percent of students at Cortez Park will be meeting or exceeding the State Standards in mathematics as measured by the AIMS.

Enrollment

October 1, 2005 School Year Student Enrollment : 543
Accepting New Students in 2005-06 Under Open Enrollment Law : ² Yes
Number of Students Attending Under Open Enrollment in 2005-06 : 580

Cortez Park Charter Elementary School

Instructional Programs

- Ü Interdisciplinary Thematic Units
- Ü Full-day Kindergarten
- Ü On-site Special Education
- Ü Character Education
- Ü Saturday School
- Ü Computer Based Learning
- Ü Fall and Spring Diagnostic Assessments
- Ü PAD Program

Calendar Information

Number of Instruction Days :	186
Average Daily Instruction Time :	7 hours 30 minutes
First Day of School :	8/10/2005
Last Day of School :	6/6/2006

Shared Responsibilities

School

Cortez Park Charter Elementary School will strive to keep families informed, to value parent input in educational decisions affecting their children, and to make educational decisions based on student needs.

Parents

Parents will ensure and guide their children in being prepared each and every day for learning, being at school on time, and wearing the school uniform.

Transportation Policy

Transportation is provided for 7th and 8th grade students to and from Bell Canyon Charter School.

School Honors

Awards or Special Recognition Received By the School, Staff or Students

Award/Honor	Year
Ü Clark County Teacher of the Year	2002
Ü Academic Excellence Award	2003
Ü AIT State Champions in Football	2003
Ü Anti-Smoking/Drug Award	2003

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

3rd Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	93	93	80010	100	100	99	447	447	447	11	11	10	14	14	18	56	56	53	19	19	18
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	50	50	38935	100	100	99	446	446	447	10	10	9	16	16	19	58	58	55	16	16	17
Male	43	43	40974	100	100	98	449	449	448	12	12	11	12	12	18	53	53	52	23	23	19
African American	11	11	4201	100	100	99	419	419	430	27	27	17	27	27	23	36	36	51	9	9	9
Hispanic	51	51	34545	100	100	99	440	440	432	12	12	14	14	14	24	61	61	53	14	14	9
Asian/Pacific Islander	NC	NC	2068	NC	NC	99	NC	NC	474	NC	NC	4	NC	NC	10	NC	NC	50	NC	NC	36
American Indian/Alaskan Native	NC	NC	3979	NC	NC	96	NC	NC	424	NC	NC	17	NC	NC	30	NC	NC	47	NC	NC	6
White	25	25	35142	100	100	99	468	468	465	4	4	5	8	8	11	60	60	56	28	28	28
Students with Disabilities	NC	NC	10161	NC	NC	93	NC	NC	419	NC	NC	28	NC	NC	28	NC	NC	36	NC	NC	8
Students without Disabilities	84	84	69849	100	100	100	452	452	451	8	8	7	12	12	17	58	58	56	21	21	19
Limited English Proficient Students	20	20	14013	95	95	97	419	419	413	25	25	24	20	20	34	50	50	39	5	5	3
Migrant Students	--	--	603	--	--	96	--	--	417	--	--	22	--	--	32	--	--	42	--	--	4
Economically Disadvantaged	66	66	39029	99	99	98	443	443	432	11	11	14	18	18	25	55	55	52	17	17	9
Non-Economically Disadvantaged	27	27	40981	100	100	100	459	459	462	11	11	6	4	4	13	59	59	54	26	26	27

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	93	93	79438	100	100	98	453	453	451	6	6	9	20	20	24	66	66	56	8	8	11
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	50	50	38775	100	100	99	453	453	457	6	6	7	22	22	22	64	64	58	8	8	13
Male	43	43	40560	100	100	97	453	453	446	7	7	12	19	19	25	67	67	54	7	7	9
African American	11	11	4178	100	100	98	442	442	439	18	18	13	27	27	29	45	45	52	9	9	6
Hispanic	51	51	34297	100	100	98	445	445	434	8	8	14	25	25	31	61	61	50	6	6	5
Asian/Pacific Islander	NC	NC	2063	NC	NC	99	NC	NC	475	NC	NC	3	NC	NC	15	NC	NC	63	NC	NC	20
American Indian/Alaskan Native	NC	NC	3940	NC	NC	95	NC	NC	429	NC	NC	14	NC	NC	36	NC	NC	47	NC	NC	3
White	25	25	34887	100	100	98	469	469	471	NA	NA	4	12	12	15	80	80	63	8	8	18
Students with Disabilities	NC	NC	9588	NC	NC	88	NC	NC	416	NC	NC	30	NC	NC	32	NC	NC	34	NC	NC	5
Students without Disabilities	84	84	69850	100	100	100	458	458	456	4	4	7	21	21	23	67	67	59	8	8	12
Limited English Proficient Students	20	20	13856	95	95	96	425	425	407	20	20	27	25	25	43	55	55	29	NA	NA	1
Migrant Students	--	--	600	--	--	96	--	--	418	--	--	22	--	--	38	--	--	39	--	--	2
Economically Disadvantaged	66	66	38685	99	99	97	450	450	435	6	6	14	20	20	32	68	68	50	6	6	5
Non-Economically Disadvantaged	27	27	40753	100	100	99	460	460	467	7	7	5	22	22	16	59	59	62	11	11	17

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	91	91	79971	98	98	99	422	422	423	8	8	8	32	32	41	59	59	49	1	1	3
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	49	49	38974	98	98	99	430	430	437	6	6	5	24	24	33	67	67	57	2	2	4
Male	42	42	40895	98	98	98	412	412	410	10	10	10	40	40	47	50	50	41	NA	NA	2
African American	NC	NC	4203	NC	NC	99	NC	NC	411	NC	NC	11	NC	NC	45	NC	NC	43	NC	NC	2
Hispanic	51	51	34481	100	100	99	411	411	410	10	10	10	37	37	46	53	53	43	NA	NA	1
Asian/Pacific Islander	NC	NC	2067	NC	NC	99	NC	NC	449	NC	NC	4	NC	NC	28	NC	NC	60	NC	NC	8
American Indian/Alaskan Native	NC	NC	3995	NC	NC	96	NC	NC	409	NC	NC	10	NC	NC	47	NC	NC	42	NC	NC	1
White	25	25	35150	100	100	99	448	448	437	NA	NA	5	28	28	35	68	68	56	4	4	5
Students with Disabilities	NC	NC	10258	NC	NC	94	NC	NC	377	NC	NC	23	NC	NC	51	NC	NC	25	NC	NC	1
Students without Disabilities	83	83	69713	99	99	100	428	428	429	5	5	5	33	33	39	61	61	52	1	1	3
Limited English Proficient Students	20	20	13985	95	95	97	386	386	382	15	15	18	50	50	54	30	30	27	5	5	0
Migrant Students	--	--	608	--	--	97	--	--	389	--	--	16	--	--	50	--	--	33	--	--	0
Economically Disadvantaged	65	65	38994	97	97	98	419	419	409	8	8	10	32	32	47	58	58	41	2	2	1
Non-Economically Disadvantaged	26	26	40977	100	100	100	428	428	437	8	8	5	31	31	34	62	62	56	NA	NA	5

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Arizona's Instrument to Measure Standards (AIMS) Results 2005-06 ³

4th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	84	84	80147	100	100	99	470	470	482	14	14	11	15	15	17	57	57	49	13	13	24
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	35	35	39281	97	97	99	472	472	483	11	11	9	20	20	17	51	51	50	17	17	24
Male	48	48	40780	100	100	98	468	468	482	17	17	12	13	13	17	60	60	48	10	10	24
African American	12	12	4249	92	92	99	464	464	464	8	8	17	17	17	22	75	75	48	NA	NA	13
Hispanic	28	28	33494	97	97	99	454	454	466	25	25	15	21	21	23	39	39	49	14	14	14
Asian/Pacific Islander	NC	NC	2103	NC	NC	99	NC	NC	515	NC	NC	4	NC	NC	8	NC	NC	44	NC	NC	45
American Indian/Alaskan Native	NC	NC	4117	NC	NC	96	NC	NC	456	NC	NC	19	NC	NC	27	NC	NC	46	NC	NC	8
White	39	39	36122	100	100	99	486	486	501	5	5	5	13	13	10	64	64	50	18	18	35
Students with Disabilities	11	11	10295	100	100	92	426	426	443	45	45	33	18	18	26	36	36	33	NA	NA	8
Students without Disabilities	73	73	69852	99	99	100	476	476	488	10	10	7	15	15	16	60	60	51	15	15	26
Limited English Proficient Students	11	11	12722	100	100	97	444	444	441	36	36	27	18	18	33	36	36	37	9	9	3
Migrant Students	--	--	622	--	--	97	--	--	454	--	--	19	--	--	30	--	--	43	--	--	8
Economically Disadvantaged	51	51	38371	98	98	97	454	454	465	20	20	15	24	24	23	51	51	49	6	6	13
Non-Economically Disadvantaged	33	33	41776	100	100	100	493	493	498	6	6	6	3	3	11	67	67	49	24	24	33

Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	84	84	79686	100	100	98	471	471	470	8	8	11	25	25	24	58	58	57	8	8	8
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	35	35	39163	97	97	99	477	477	475	3	3	9	26	26	22	57	57	60	14	14	10
Male	48	48	40438	100	100	97	465	465	465	13	13	13	25	25	25	58	58	54	4	4	7
African American	12	12	4228	92	92	98	474	474	458	NA	NA	15	25	25	28	75	75	53	NA	NA	4
Hispanic	28	28	33299	97	97	98	459	459	452	14	14	17	25	25	32	50	50	47	11	11	3
Asian/Pacific Islander	NC	NC	2097	NC	NC	99	NC	NC	490	NC	NC	5	NC	NC	13	NC	NC	68	NC	NC	14
American Indian/Alaskan Native	NC	NC	4087	NC	NC	96	NC	NC	446	NC	NC	16	NC	NC	38	NC	NC	44	NC	NC	2
White	39	39	35914	100	100	98	480	480	489	3	3	5	28	28	15	59	59	67	10	10	14
Students with Disabilities	11	11	9808	100	100	87	439	439	432	36	36	35	27	27	32	36	36	30	NA	NA	3
Students without Disabilities	73	73	69878	99	99	100	475	475	475	4	4	8	25	25	23	62	62	61	10	10	9
Limited English Proficient Students	11	11	12594	100	100	96	457	457	422	18	18	34	18	18	45	55	55	21	9	9	0
Migrant Students	--	--	611	--	--	95	--	--	439	--	--	22	--	--	39	--	--	37	--	--	2
Economically Disadvantaged	51	51	38095	98	98	97	460	460	452	12	12	17	25	25	32	59	59	48	4	4	3
Non-Economically Disadvantaged	33	33	41591	100	100	99	486	486	486	3	3	6	24	24	16	58	58	65	15	15	13

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	83	83	80372	99	99	99	467	467	475	7	7	4	23	23	30	69	69	64	1	1	2
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	35	35	39452	97	97	99	488	488	488	NA	NA	3	17	17	22	83	83	72	NA	NA	3
Male	47	47	40836	98	98	98	451	451	464	13	13	6	26	26	37	60	60	56	2	2	1
African American	12	12	4264	92	92	99	462	462	465	8	8	5	17	17	35	75	75	59	NA	NA	1
Hispanic	28	28	33608	97	97	99	466	466	462	11	11	6	18	18	36	71	71	57	NA	NA	1
Asian/Pacific Islander	NC	NC	2098	NC	NC	99	NC	NC	500	NC	NC	2	NC	NC	16	NC	NC	75	NC	NC	7
American Indian/Alaskan Native	NC	NC	4128	NC	NC	97	NC	NC	464	NC	NC	4	NC	NC	39	NC	NC	56	NC	NC	1
White	38	38	36213	100	100	99	475	475	489	3	3	2	26	26	22	68	68	72	3	3	3
Students with Disabilities	11	11	10526	100	100	94	422	422	427	18	18	15	36	36	53	45	45	31	NA	NA	1
Students without Disabilities	72	72	69846	97	97	100	474	474	482	6	6	3	21	21	26	72	72	69	1	1	2
Limited English Proficient Students	11	11	12747	100	100	97	461	461	432	18	18	12	9	9	52	73	73	36	NA	NA	0
Migrant Students	--	--	621	--	--	97	--	--	452	--	--	9	--	--	40	--	--	51	--	--	0
Economically Disadvantaged	51	51	38521	98	98	98	450	450	461	12	12	6	27	27	38	61	61	55	NA	NA	1
Non-Economically Disadvantaged	32	32	41851	100	100	100	494	494	489	NA	NA	3	16	16	22	81	81	72	3	3	4

NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

5th Grade

Mathematics	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	52	52	79306	96	96	99	486	486	504	27	27	13	23	23	20	37	37	49	13	13	19
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	24	24	38845	100	100	99	482	482	505	29	29	11	25	25	20	29	29	50	17	17	18
Male	28	28	40383	93	93	98	489	489	504	25	25	14	21	21	19	43	43	47	11	11	19
African American	NC	NC	4171	NC	NC	98	NC	NC	485	NC	NC	20	NC	NC	26	NC	NC	44	NC	NC	10
Hispanic	23	23	32673	100	100	99	465	465	487	43	43	18	22	22	25	26	26	46	9	9	10
Asian/Pacific Islander	NC	NC	2147	NC	NC	99	NC	NC	539	NC	NC	5	NC	NC	10	NC	NC	46	NC	NC	40
American Indian/Alaskan Native	NC	NC	4034	NC	NC	97	NC	NC	479	NC	NC	22	NC	NC	29	NC	NC	43	NC	NC	7
White	20	20	36234	95	95	99	502	502	523	15	15	6	25	25	13	45	45	52	15	15	28
Students with Disabilities	12	12	10286	92	92	91	432	432	462	67	67	41	33	33	27	NA	NA	27	NA	NA	5
Students without Disabilities	40	40	69020	98	98	100	502	502	510	15	15	9	20	20	18	48	48	52	18	18	21
Limited English Proficient Students	13	13	10291	100	100	96	441	441	458	62	62	38	23	23	34	15	15	26	NA	NA	2
Migrant Students	--	--	630	--	--	95	--	--	478	--	--	24	--	--	27	--	--	43	--	--	6
Economically Disadvantaged	37	37	37437	95	95	97	480	480	486	32	32	19	24	24	26	27	27	46	16	16	9
Non-Economically Disadvantaged	15	15	41869	100	100	100	502	502	521	13	13	7	20	20	14	60	60	51	7	7	27

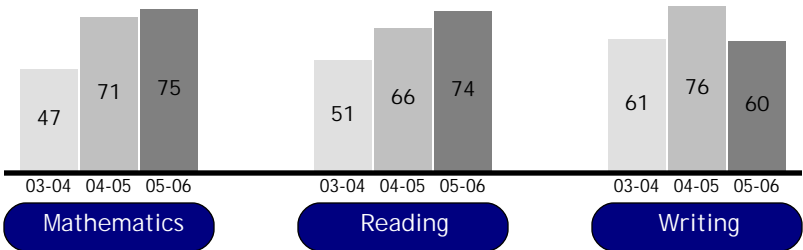
Reading	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	52	52	79000	96	96	98	473	473	489	19	19	10	31	31	24	44	44	58	6	6	9
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	24	24	38774	100	100	99	475	475	494	13	13	7	38	38	22	42	42	61	8	8	10
Male	28	28	40150	93	93	98	470	470	485	25	25	12	25	25	25	46	46	55	4	4	8
African American	NC	NC	4153	NC	NC	98	NC	NC	476	NC	NC	13	NC	NC	30	NC	NC	53	NC	NC	4
Hispanic	23	23	32508	100	100	98	455	455	472	26	26	15	43	43	33	26	26	49	4	4	3
Asian/Pacific Islander	NC	NC	2142	NC	NC	99	NC	NC	510	NC	NC	4	NC	NC	14	NC	NC	67	NC	NC	16
American Indian/Alaskan Native	NC	NC	4016	NC	NC	96	NC	NC	467	NC	NC	14	NC	NC	37	NC	NC	46	NC	NC	2
White	20	20	36135	95	95	98	490	490	508	15	15	4	15	15	14	60	60	67	10	10	15
Students with Disabilities	12	12	9991	92	92	88	419	419	449	75	75	33	25	25	36	NA	NA	29	NA	NA	2
Students without Disabilities	40	40	69009	98	98	100	489	489	495	3	3	6	33	33	22	58	58	62	8	8	10
Limited English Proficient Students	13	13	10199	100	100	95	433	433	439	38	38	35	62	62	47	NA	NA	18	NA	NA	0
Migrant Students	--	--	629	--	--	95	--	--	457	--	--	22	--	--	41	--	--	37	--	--	1
Economically Disadvantaged	37	37	37234	95	95	97	467	467	472	22	22	15	35	35	33	35	35	50	8	8	3
Non-Economically Disadvantaged	15	15	41766	100	100	99	486	486	505	13	13	5	20	20	16	67	67	65	NA	NA	14

Writing	# Tested			% Tested			MSS			% FFB			% A			% Met			% Exceeded		
	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ	S	D	AZ
All Students	52	52	79611	96	96	99	473	473	496	10	10	7	52	52	37	38	38	56	NA	NA	1
All Students (Prior Year)	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Female	24	24	39016	100	100	99	483	483	511	8	8	4	33	33	29	58	58	66	NA	NA	1
Male	28	28	40519	93	93	98	465	465	482	11	11	10	68	68	44	21	21	46	NA	NA	0
African American	NC	NC	4188	NC	NC	98	NC	NC	486	NC	NC	9	NC	NC	40	NC	NC	50	NC	NC	0
Hispanic	23	23	32855	100	100	99	465	465	481	13	13	10	48	48	43	39	39	47	NA	NA	0
Asian/Pacific Islander	NC	NC	2149	NC	NC	100	NC	NC	519	NC	NC	4	NC	NC	24	NC	NC	70	NC	NC	2
American Indian/Alaskan Native	NC	NC	3992	NC	NC	96	NC	NC	478	NC	NC	10	NC	NC	46	NC	NC	44	NC	NC	0
White	20	20	36380	95	95	99	480	480	511	5	5	4	65	65	30	30	30	65	NA	NA	1
Students with Disabilities	12	12	10664	92	92	94	429	429	440	25	25	23	75	75	54	NA	NA	22	NA	NA	1
Students without Disabilities	40	40	68947	98	98	100	487	487	504	5	5	4	45	45	34	50	50	61	NA	NA	1
Limited English Proficient Students	13	13	10362	100	100	97	451	451	438	15	15	22	69	69	57	15	15	21	NA	NA	NA
Migrant Students	--	--	636	--	--	96	--	--	467	--	--	14	--	--	47	--	--	38	--	--	0
Economically Disadvantaged	37	37	37626	95	95	98	472	472	479	8	8	10	59	59	45	32	32	45	NA	NA	0
Non-Economically Disadvantaged	15	15	41985	100	100	100	475	475	511	13	13	4	33	33	30	53	53	65	NA	NA	1

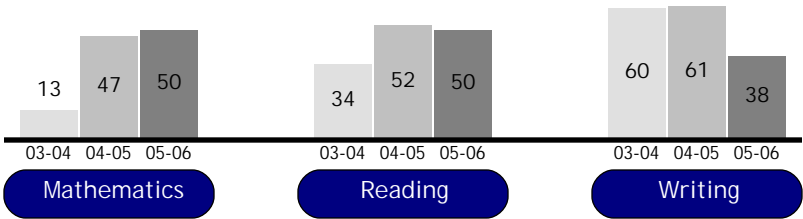
NC = Not Calculated (less than 10 students) Dashes (--) = No Data Available NA = Not Applicable S = School D = District

Recent Trends in Student Proficiency on the State Standards (AIMS Test)

3rd Grade Proficiency



5th Grade Proficiency



The graph includes the percentage of students that met or exceeded the standards. NC = Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC.

The table below shows the schools that met or did not meet based on federal AYP requirements. To meet AYP for the year, all applicable goals must be met.

AYP Determination	Met Percent Tested?	Y
	Met Test Objectives?	Y
	Met Attendance Rate?	Y
	Met Graduation Rate?	Not Evaluated
	Made AYP?	Yes

Glossary:

Adequate Yearly Progress

A measure of school performance as mandated by the federal government in the No Child Left Behind. AYP holds schools accountable for the performance of subgroups, as well as all students. AYP measures school toward the goal of having 100 percent of all students proficient in state standards for reading and math by 2013-14.

Met Percent Tested:

The school or district tested at least ninety-five percent (95%) of its students enrolled at the time of the test administration. Schools and districts must test at least 95 percent of their student in order to make AYP.

Met Test Objectives:

The percentage of students in the school or district that demonstrate proficiency in state standards by passing the AIMS test meets or exceeds the goal for that year. No Child Left Behind requires that Arizona set goals, called Annual Measurable Objectives, for the percentage of students passing AIMS for all public schools and districts in the state. The goals increase over time toward 100 percent passing by 2014. To meet the test objectives, every subgroup in the school must meet the Annual Measurable Objective.

Met Attendance Rate:

The school or district had an attendance rate of at least 90 percent over the first 100 days of the academic year. Schools and districts not serving high school students must have an attendance rate of 90 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Met Graduation Rate:

The school or district had a four-year graduation rate of 71 percent or greater. School or districts granting a high school diploma must have a graduation rate of 71 percent, or show a one-percentage-point improvement over the previous year, in order to make AYP.

Achievement Test Results

Stanford 9 and TerraNova/AIMS DPA

Grade	Content Area	2003-2004 (SAT9)				2004-2005 (TerraNova)				2005-2006 (TerraNova)			
		%	Score	D	AZ	%	Score	D	AZ	%	Score	D	AZ
2	Reading	93	55	NA	58	100	52	52	47	100	43	43	46
	Language	93	53	53	50	100	56	56	47	100	43	43	48
	Mathematics	97	68	68	64	100	63	63	50	100	48	48	52
3	Reading	98	43	NA	55	99	46	46	44	100	48	48	46
	Language	99	51	51	61	99	46	46	44	100	46	46	46
	Mathematics	99	56	56	61	99	47	47	51	100	52	52	52
4	Reading	96	49	NA	56	100	38	38	48	100	54	54	52
	Language	96	44	44	52	100	39	39	49	100	54	54	52
	Mathematics	96	48	48	61	100	39	39	53	100	52	52	58
5	Reading	98	50	NA	55	93	39	39	50	100	44	44	56
	Language	98	41	41	49	93	42	42	50	100	41	41	54
	Mathematics	96	46	46	63	97	39	39	49	100	35	35	52

Starting in Spring 2004-05, students were tested using AIMS DPA and TerraNova. AIMS DPA is a statewide assessment that is both standards-based, measuring student's knowledge against the Arizona Academic Standards, and norm-referenced, comparing student knowledge against students nationwide. TerraNova was administered to all students in grades 2 and 9. It is important to note the TerraNova/AIMS DPA and Stanford 9 test results are not comparable. For more information on the TerraNova and AIMS DPA, see our website at www.ade.az.gov/standards/

The Stanford 9 is a standardized, norm-referenced test. Since 1999, all students in grades 2 through 9 have been tested in Reading, Mathematics and Language. The percentage (%) of eligible students tested and the school's percentile ranks are listed above. State average percentile ranks for Arizona and District are provided for comparison. Note that the average percentile ranks for the nation are 50 for all content areas in all grades. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten students have been replaced with NC (not calculated) to protect student privacy. Some columns contain dashes (-) to indicate "no data available."

Cortez Park Charter Elementary School

School Site Council

Council Composition

- 1 School Administrator(s)
- 1 Non-certified Employee(s)
- 3 Teacher(s)
- 5 Parent(s)
- 1 Community Member(s)
- 1 Student(s)

Council Duties

- ü Public Relations
- ü Advisory Councils
- ü Support General Welfare of School
- ü Communication

Staffing Information for School Year 2005-06

Position	Number	Position	Number
Administrator	1.00	Teacher	24.00
Other Professional Staff	5.00	Teacher Aide	4.00

Years of Teaching Experience for School Year 2005-06

Experience	Bachelor's	Master's	Doctorate	Other
3 or fewer years	6	0	0	0
4 to 6 years	6	1	0	0
7 to 9 years	4	2	0	0
10 or more years	8	4	0	0

Highly Qualified (NCLB) School Year 2004-05

Core academic classes taught by Highly Qualified (NCLB) teachers.	4
Teachers with Emergency Certification.	5
Percent of teachers in the school with Emergency/Provisional Certification	20%
Percent of core classes not taught by Highly Qualified Teachers	0%

Resources Available at School Site

Special Facilities

- ü Media Center/Library/Technology Lab
- ü Two Gymnasiums
- ü Computers in Every Classroom
- ü Full Service Cafeteria

Extracurricular Activities

- ü Sports
- ü Boy Scouts
- ü Summer School
- ü Girl Scouts
- ü Reading Club
- ü Cheerleading
- ü Student Council
- ü Chorus

Social Services

- ü Before/After School Care Programs
- ü Weekly Home/School Communication
- ü Mazanita Block Watch
- ü Uniform Vouchers
- ü Parent Teacher Organization
- ü Family/Community Support Groups
- ü Parent Link to Power School
- ü On-Site Homework Support

Cortez Park Charter Elementary School

Indicators of Success Based on Historical Data from 2005-06

School Achievements/Accomplishments 2005-06

- ü Students showed significant improvement in reading and math as measured by the AIMS.
- ü Ninety-five percent of our parents were satisfied with the quality of education their children were receiving at Cortez Park Charter Elementary School.
- ü Cortez Park Elementary School received the Academic Achievement Award from Imagine Schools for the 2003-2004 school year.
- ü Cortez Park Elementary school received the Economic Sustainability Award from Imagine Schools for the 2004-2005 school year.

Student Activity Rates for School Year 2005-06

		Arizona		
		% K-6/UE	% 7-8	% 9-12/US
Attendance Rate ⁴	94	95	94	95
Promotion Rate ⁵	85	89	88	73
Graduation Rate ⁶	NA	NA	NA	81

NA = Graduation rate does not apply to K-8.

K-6/UE - Kindergarten to Grade 6 including Ungraded Elementary (UE).

9-12/US - 9th grade to 12th grade including Ungraded Secondary (US).

School Safety

School-level Efforts to Ensure a Safe and Healthy Learning Environment

The school provides fire safety and personal safety instructions along with regularly scheduled fire drills as well as other safety and crisis intervention drills. Our staff strives to provide a safe and warm learning environment.

Total number of incidents that occurred on the school grounds for school year 2005-06 that required the intervention of local, state or federal law enforcement (A.R.S.15-746.6) :

0

The Arizona Attorney General's Office has a hotline that allows students to report suspicious activities at schools and to get help with potentially violent situations, such as bullying, harassment, hate crimes, discrimination and gangs. The toll-free number, 1-877-900-1086, is anonymous and available 24 hours a day.

The Arizona Department of Education does not audit the information submitted by each school.

Contacts

	Name	Phone Number
School Site Council	Freddie Villalon	(602) 589-9840
Transportation Policy	Ed Schultz	(602) 589-9840
Community Resources	Ruth Gonzales	(602) 589-9840
School Nutrition Programs	Veronica Cramer	(602) 547-7963
Parent Organization	Katherine Kutyba	(602) 589-9840
Student Health/Nurse	Aleah Baca	(602) 589-9840

The Arizona School Report Card was prepared by the Arizona Department of Education using a standardized format to combine information provided by the local school with data compiled from state records. Each school has special strengths and needs, and all schools benefit from the active involvement of parents in their children's education. If you have questions about the report card or need more information, contact the school office. Arizona School Report Cards can be found for all schools at www.ade.az.gov/srcs on the Internet. "The Arizona Department of Education of the State of Arizona does not discriminate on the basis of race, religion, color, national origin, sex, disability or age in its programs, activities or in its hiring and employment practices. If you have questions or grievances related to this policy, please contact the Administrative Services DAS at (602) 542-3186."

ACHIEVEMENT PROFILES

Arizona's Achievement Profiles capture the performance level of every school.

DEFINITIONS:

Failing to Meet the Academic Standards - needs to meet state performance and state progress goals.

School performance has been designated as Underperforming for three consecutive years and a site review determined that the designation of Failing to Meet the Academic Standards was warranted.

Underperforming - needs to meet state performance and state progress goals.

Performing - meets state performance goals.

Performing Plus - above state performance goals, however the number of students exceeding the standard on the AIMS test is not sufficient to earn a highly performing or excelling label.

Highly Performing - above state performance goals or has demonstrated adequate improvement, in addition a significant number of students have exceeded the standard on the AIMS test.

Excelling - significantly above state performance goals, in addition a significant number of students have exceeded the standard on the AIMS test.

TITLE I TERMS

Title I School Improvement Year 1

A Title I school that has not made adequate yearly progress (AYP) for two consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and support to the school in its school improvement efforts.

Title I School Improvement Year 2

A Title I school that has not made adequate yearly progress (AYP) for three consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts.

Title I School Improvement Year 3 or Corrective Action

A Title I school that has not made adequate yearly progress (AYP) for four consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must choose and implement at least one of six corrective actions. See Section 1116(b)(7) of NCLB for a list of the corrective action options.

Title I School Improvement Year 4 or Restructuring (Planning Phase)

A Title I school that has not made adequate yearly progress (AYP) for five consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Title I School Improvement Year 5 or Restructuring (Implementation Phase)

A Title I school that has not made adequate yearly progress (AYP) for six consecutive years. Upon identification, the school must: notify parents/legal guardians of the school status; develop and implement a School Improvement Plan within 90 days of the identification; set aside 10% of the schools Title I funds for professional development for teachers and the principal; the district must offer parents the option of transfer and offer supplemental educational services to eligible students, and offer support to the school in its school improvement efforts. In addition, the school must prepare a restructuring plan and make necessary arrangements to carry out one of three restructuring activities. See Section 1116(b)(8) of NCLB for a list of the restructuring activities.

Footnotes

1 For an explanation of the Achievement Profiles, please visit our website at www.ade.az.gov/azlearns.

2 Under ARS 15-816, school district governing boards must implement open enrollment programs and establish policies covering admission criteria, application procedures and transportation provisions. For more information, contact the school district office.

3 Arizona's Instrument to Measure Standards (AIMS) includes the reading, writing and mathematics subject areas. The proficiency levels include: Falls Far Below (FFB) the standard, Approaches (A) the standard, Meets or Met (M) the standard and Exceeds (E) the standard. MSS = Mean Scaled Score. The federal law, No Child Left Behind, requires disaggregation in subgroups and ethnicity. NC= Not Calculated. Under the Family Educational Rights and Privacy Act of 1974 (FERPA), no individually identifiable references to students may be made. Therefore, items of data containing information about fewer than ten (10) students have been replaced with NC. For more information on testing and Arizona Academic Standards go to <http://www.ade.az.gov/AIMS/default.asp>

4 Attendance Rate: Percentage of students attending the first 100 days of the academic year.

5 Promotion Rate: Percentage of students promoted to the next grade or who met graduation requirements and received a traditional diploma at the end of the 2004-05 school year. Percentage includes students who left school at age 22 or who had completed school and received a non-traditional diploma.

6 Graduation Rate: The graduation rate presented here is a 5 year cohort rate for the class of 2004. For more information on the Graduation Rate Study published by the ADE, please see our website at www.ade.az.gov/researchpolicy/grad.

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** If total cost of printing = \$0.00, the school elected to only provide the electronic version of the report card.

** Due to booklet size printing, print copies are produced in multiples of 4.